DOCUMENT RESUME

ED 393 272 EC 304 719

TITLE	Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4. A Resource for Senior Years Schools.
INSTITUTION	Manitoba Dept. of Education and Training, Winnipeg.
REPORT NO	ISBN-0-7711-1192-4
PUB DATE	95
NOTE	27p.; For a related handbook, see EC 304 720.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Standards; Accessibility (for Disabled); Case Studies; *Curriculum Development; Educational Opportunities; Educational Planning; Foreign Countries; High Schools; *Inclusive Schools; Individualized Instruction; Mainstreaming; *Mental Retardation; Secondary School Curriculum
IDENTIFIERS	*Manitoba

ABSTRACT

This handbook provides information about implementing inclusive educational opportunities for high school students with significant cognitive disabilities using modified courses developed or approved by the Manitoba (Canada) Ministry of Education and Training. Individual sections of the handbook address: a description of the modified course designation, students requiring course modifications, deciding collaboratively on curriculum modifications, implementing curriculum modifications, meeting graduation requirements, reporting curriculum modifications, and supporting change. Case studies that illustrate the intended and excluded student population for the modified courses are appended. (Contains 30 references.) (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 393 272

Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4

A Resource for Senior Years Schools

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. DerYach

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC304719

Renewing Education:
New Directions

Manitoba
Education
and Training
Linda G. McIntosh,
Minister

BEST COPY AVAILABLE

TOWARDS INCLUSION: A HANDBOOK FOR MODIFIED COURSE DESIGNATION, SENIOR 1-4

A Resource for Senior Years Schools

1995

ISBN 0-7711-1192-4

Copyright © 1995, the Crown in Right of Manitoba as represented by the Minister of Education and Training. Manitoba Education and Training, School Programs Division, 1970 Ness Avenue, Winnipeg, Manitoba, R3J 0Y9.

Every effort has been made to provide proper acknowledgement of original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education and Training to correct any omissions.

CONTENTS

Purpose of Document 1

Description of the Modified Course Designation 2

Students Requiring Course Modifications 3

How are students with significant cognitive disabilities described? 3
For whom is the M course designation intended? 3
Who is excluded from the M course designation? 3

Deciding on Curriculum Modifications: A Collaborative Process 5

Who decides whether a student requires curriculum modifications? 5
What is the process for deciding whether to modify a course for a student? 6

Implementing Curriculum Modifications 7

Who implements curriculum modifications for a student with a significant cognitive disability? 7
How are curriculum modifications identified within the Individual Education Plan? 7
Are students required to write provincial examinations and/or provincial standards tests for modified courses? 8

Meeting Graduation Requirements 9

Can students graduate with only M designated courses? 9
Can students include school-initiated courses and student-initiated projects in meeting graduation requirements? 9
Will the M course designation meet postsecondary entrance requirements? 9

Reporting Curriculum Modifications 10

How is credit for curriculum modifications reported? 10

Supporting Change 12

How are schools and school divisions/districts supported in the change process? 12

Suggested Readings 13

Bibliography 15

Appendix 17

Case Studies 19

PURPOSE OF DOCUMENT

This handbook provides information about implementing inclusive educational opportunities for Senior Years students with significant cognitive disabilities through curriculum modifications. The Modified (M) course designation is to be applied on an **individual course basis** to those courses developed or approved by Manitoba Education and Training that are modified specifically for students with significant cognitive disabilities. It is not to be applied globally to a full year of study.

This handbook describes the process of applying the M course designation to department-developed or -approved courses. It suggests mechanisms for identifying students, planning collaboratively for inclusion, and reporting curriculum modifications. Some case studies that illustrate the intended and excluded student population for the M course designation are also appended (see Appendix on page 17).

Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4 is intended as a resource for including students with significant cognitive disabilities in Senior Years programming. Curriculum modifications are not intended to isolate or exclude students from the benefits of an education.

DESCRIPTION OF THE MODIFIED COURSE DESIGNATION

The M course designation identifies any department-developed or -approved curriculum that has been modified at the school level for students with significant cognitive disabilities. Curriculum refers to the general and specific goals and objectives or outcomes of a particular subject area/course. These are outlined in the curriculum document(s) or curriculum framework(s) for a specific subject area/course and grade. When these goals and objectives or outcomes are modified **significantly** to accommodate the special learning requirements of individual students with significant cognitive disabilities, the M course designation must be used.

Significant modifications to curriculum goals and objectives or outcomes are undertaken **before** a student begins the course(s). **"Significant" is defined as modifications in curriculum goals and objectives or outcomes of 50 per cent or more,** undertaken to accommodate the special learning requirements of students with significant cognitive disabilities. This definition does not set limitations on teacher-student contact time or on the percentage of time a student spends in the classroom versus pull-out time. These factors are determined by the learning requirements of the student and the class as a whole in relation to the resources available in each school or school division/district.

STUDENTS REQUIRING COURSE MODIFICATIONS

How are students with significant cognitive disabilities described?

Students who are described as having "special needs" include a wide variety of individuals. The M course designation is intended to be used only with those students with special needs who have significant cognitive disabilities that necessitate modifications in curriculum goals and objectives or outcomes of 50 per cent or more to accommodate their special learning requirements.

Every student who receives an M course designation requires an IEP that identifies the student's distinct learning requirements. Students for whom the M course designation is intended will have significantly modified curriculum goals and objectives or outcomes to meet their individual learning requirements as outlined in the IEP. Such students benefit greatly from an integrated learning experience where curriculum modifications are identified in advance of learning placement.

For whom is the M course designation intended?

The M course designation is intended for

- students with **significant cognitive disabilities** who
  - — will benefit from department-developed or -approved curricula providing that they have been modified significantly to meet each student's unique learning requirements
  - — have an IEP that details the significant curriculum modifications and implementation plans for the integrated learning experience

Who is excluded from the M course designation?

Curriculum modifications are not intended for students with special needs who may be able to achieve relative to the full range of curriculum goals and objectives or outcomes of a subject area/course through differentiated instruction.* These students may require various adaptations and supports which may be identified in an IEP, but they would not receive an M course designation. Thus, while an IEP is required for every student to whom the M course designation applies, not every student with an IEP will have curriculum modifications of the nature described in this handbook.

---

* Information on differentiated instruction will be provided in *Towards Inclusion: Success for All, A Handbook for Differentiated Instruction* (forthcoming).

The M course designation is **not** intended for

- students **without** significant cognitive disabilities who may be considered as having special needs, including those who
  - — have physical disabilities
  - — have emotional or behavioural disorders
  - — have learning disabilities
  - — are blind or have visual impairments
  - — are deaf or hard of hearing
- students who are participating in English as a Second Language (E) designate[1] courses*
- students with cognitive disabilities who are able to meet the goals and objectives or outcomes of the curriculum and do not require these to be modified 50 per cent or more to achieve course standing
- students whose cognitive disabilities are so significant that they need individualized programming outside of department-developed or -approved curricula to meet their goals and unique learning requirements**
- students, currently in a course, who are not meeting the expectations detailed in the curriculum goals and objectives or outcomes

(See Appendix on page 17 for case studies that illustrate the intended and excluded student population for the M course designation.)

---

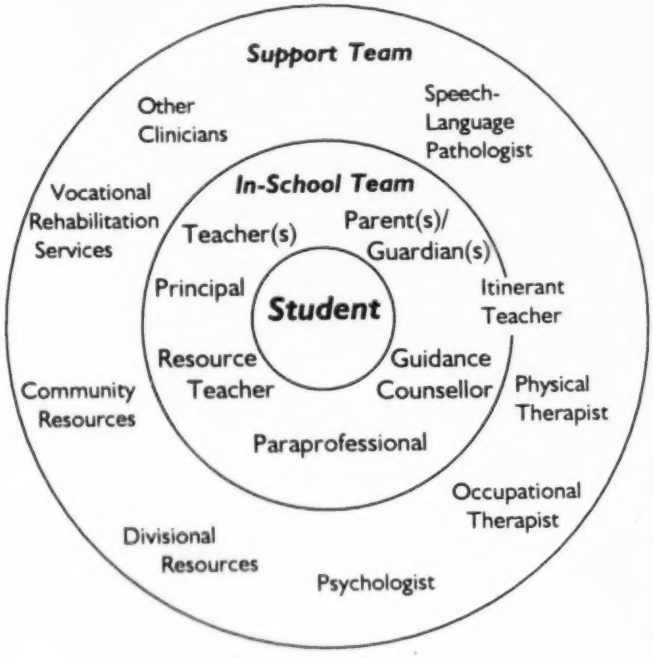
* For information related to programming for English as a Second Language students, see *Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1-4* (1995).

** For information on individualized programming, see *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years* (1995).

DECIDING ON CURRICULUM MODIFICATIONS: A COLLABORATIVE PROCESS

Who decides whether a student requires curriculum modifications?

The process of deciding whether to provide a student with a modified course involves collaboration. Many students who require curriculum modifications of the nature described in this handbook come to the classroom teacher with a large and varied support team. Although the decision to provide a student with curriculum modifications ultimately rests with the in-school team, input from the support team is a factor in any decision-making process.



What is the process for deciding whether to modify a course for a student?

The process for determining whether a course should be modified for a student with a significant cognitive disability occurs **before** the student begins the course. The team

- reviews the student's learning requirements within the context of his or her current and future needs
- identifies the appropriate course(s) to be considered
- reviews curriculum goals and objectives or outcomes in the course(s) under consideration
- reviews the course(s) under consideration to find common ground between the curriculum goals and objectives or outcomes and the specific learning requirements of the student with a significant cognitive disability
- selects the appropriate course(s)
- identifies appropriate curriculum modifications through the IEP when it is agreed that the M course designation is applicable

The M course designation is to be applied on an **individual course basis** to any department-developed or -approved course that has been modified specifically for a student with a significant cognitive disability. It is not to be applied globally to a full year of study.

IMPLEMENTING CURRICULUM MODIFICATIONS

Who implements curriculum modifications for a student with a significant cognitive disability?

The classroom teacher and the resource teacher are responsible for implementing curriculum modifications, with input from some or all of the previously identified professionals. A prime consideration is finding common ground between the curriculum goals and objectives or outcomes and the specific learning requirements of the student with a significant cognitive disability. Collaboration is crucial in this process.

How are curriculum modifications identified within the Individual Education Plan?

Curriculum modifications are developed within the IEP framework. This process must begin **before** a student with a significant cognitive disability starts work in a particular course(s). School divisions/districts will have developed their own versions of the IEP. The planning team should refer to their division's Annual Division Action Plan (ADAP) for specific information on planning a formal IEP.

It is essential to outline

- what curriculum goals and objectives or outcomes are to be modified
- what learning strategies will be used to facilitate student achievement relative to the curriculum modifications
- how the student, parent(s) or guardian(s), and school will know whether the curriculum goals and objectives or outcomes identified in the IEP have been achieved

Students aged 16 to 21 may be involved in a school-to-community transition process which requires an Individual Transition Plan (ITP). A joint declaration by the ministers of Family Services, Health, and Education and Training (1989) supports the transition planning process and outlines a protocol. The process of developing an ITP should involve the student, parent(s) or guardian(s), in-school team, case manager (e.g., special needs and/or resource teacher), and community services (e.g., community service and/or vocational rehabilitation services worker).

Are students required to write provincial examinations and/or provincial standards tests for modified courses?

A student who is enrolled in an M designated course will not write a provincial examination or a provincial standards test for that course.

MEETING GRADUATION REQUIREMENTS

Can students graduate with only M designated courses?

Students may graduate with only M designated courses. The curriculum for any department-developed or -approved course may be modified significantly and assigned the M course designation, including compulsory core, compulsory complementary, and optional supplementary subject areas.*

Can students include school-initiated courses and student-initiated projects in meeting graduation requirements?

Students may also choose to include school-initiated courses (SICs) or student-initiated projects (SIPs) in meeting graduation requirements. The M course designation will **not** apply to these learning experiences, but the title given to a SIC or SIP should reflect the nature of the learning experience students will acquire through the course or project.**

Will the M course designation meet postsecondary entrance requirements?

The M course designation, while capable of meeting graduation requirements, may not meet various postsecondary entrance requirements. Schools must help students ensure that they meet the entrance requirements of the postsecondary education, training, or work situations they intend to pursue.

---

* It is expected that most students will graduate with courses that include Foundation (F), Advanced (A), or Specialized (S) course designations. The F course designation will come into effect as new curricula and policies are implemented in accordance with *A Blueprint for Action* (1994) and *The Action Plan* (1995). Schools will continue to report courses using the General (G) course designation until the department advises differently.

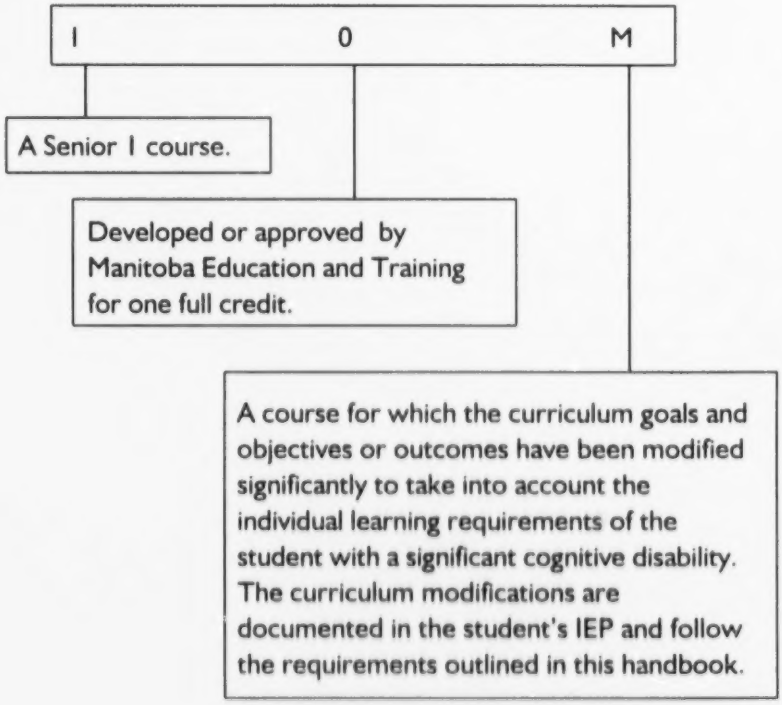
** For further information related to SICs and SIPs, see *Locally Developed Curricula: School-initiated Courses and Student-initiated Projects* (1995).

REPORTING CURRICULUM MODIFICATIONS

How is credit for curriculum modifications reported?

Using the new course numbering system, a Senior Years course modified according to the requirements specified in this handbook requires the addition of the letter M to its descriptor. For example, a Senior 1 Mathematics course modified for a student with a significant cognitive disability would be reported as 10M. The following chart explains this designation.

Mathematics 10M


1
0
M
A Senior 1 course.
Developed or approved by Manitoba Education and Training for one full credit.
A course for which the curriculum goals and objectives or outcomes have been modified significantly to take into account the individual learning requirements of the student with a significant cognitive disability. The curriculum modifications are documented in the student's IEP and follow the requirements outlined in this handbook.

The above descriptor follows the course numbering system described in the Manitoba Education and Training documents *Implementation of the High School Review* (1992) and *The Action Plan* (1995). For additional information on the numbering system, please refer to pages 40 and 41 of *The Action Plan* and pages 44 to 47 of *A Foundation for Excellence* (1995).

Modified courses are reported on the same report card and/or statement of marks used for all students. A modified course will be reported using the M course designation and a percentage mark indicating the student's performance in the course relative to the goals and objectives or outcomes identified in the student's IEP. It is recommended that a student with an IEP also receive anecdotal comments from the classroom teacher which reflect positive observations or concerns connected with the student's performance relative to the curriculum modifications identified in the IEP.

SUPPORTING CHANGE

How are schools and school divisions/ districts supported in the change process?

Support to schools and school divisions/districts relating to the information in this handbook is available by contacting

Director
Program Implementation Branch
School Programs Division
Manitoba Education and Training
W130 – 1970 Ness Avenue
Winnipeg MB R3J 0Y9

Telephone: 204-945-7967
Toll free: 800-282-8069, ext. 7967
Fax: 204-945-5060

Director
Curriculum Development and Implementation Branch
Bureau de l'éducation française Division
Manitoba Education and Training
509 – 1181 Portage Avenue
Winnipeg MB R3G 0T3

Telephone: 204-945-6022
Toll free: 800-282-8069, ext. 6022
Fax: 204-945-1625

Many schools have created school- and/or division-based implementation teams to plan the implementation of new policies and curricula and to organize and lead ongoing staff development and support activities within the school and/or school division. These teams can also help to inform the local community about the changes taking place in schools as new policies and curricula are implemented.

Ideally, school- and/or division-based implementation teams include teachers, administrators, other school staff, parents or guardians, students, and members of the local community. It is critical that these teams have administrative support and leadership at both the school and divisional levels. Some divisions have established implementation committees to help coordinate the work of the team.

Manitoba Education and Training strongly supports the school-based implementation team concept and is committed to working with all educational partners to promote and support them.

SUGGESTED READINGS

Arnet, P., B. Dewitt, E. Ehlers, B. Kowalczyk-Mcphee, F. Sebo, V. Slobodian, and P. Surprenant. *Discover Together: A Disability Awareness Resource*. Disabled Persons Participation Program. Ottawa, ON: Department of the Secretary of State of Canada, 1992.

Bigge, June. *Curriculum Based Instruction for Special Education Students*. Mountain View, CA: Mayfield, 1988.

Calculator, S.N., and Cheryl M. Jorgenson, eds. *Including Students with Severe Disabilities in Schools: Fostering Communication, Interaction, and Participation*. School-Age Children Series. San Diego, CA: Singular, 1994.

Falvey, Mary A. *Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps*. 2nd ed. Baltimore, MD: Paul H. Brookes, 1989.

Ford, A., R. Schnorr, L. Meyer, L. Davern, J. Black, and P. Dempsey. *The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities*. Baltimore, MD: Paul H. Brookes, 1989.

Gable, R., and S. Warren. *Strategies for Teaching Students with Mild to Severe Mental Retardation*. Baltimore, MD: Paul H. Brookes, 1993.

Giangreco, M.F., R. Dennis, C. Cloninger, S. Edelman, and R. Schatman. "I've Counted Jon: Transformational Experiences of Teachers Educating Students with Disabllities." *Exceptional Children* 59.4 (1993): 359-372.

Howarth, Mary. *A Search of the Literature on Mainstreaming*. Toronto, ON: Federation of Women Teachers' Associations of Ontario, 1983.

King-Sears, Margaret. *Curriculum-Based Assessment in Special Education*. San Diego, CA: Singular, 1994.

Manitoba Education and Training. *Special Education in Manitoba: Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System*. Winnipeg, MB: Manitoba Education and Training, 1989.

Orelove, F., and D. Sobsey. *Educating Children with Multiple Disabilities: A Transdisciplinary Approach*. 2nd ed. Baltimore, MD: Paul H. Brookes, 1991.

Porter, G., and D. Richler. *Changing Canadian Schools: Perspectives on Disability and Inclusion*. North York, ON: The Roeher Institute, 1991.

Rainforth, B., J. York, and C. Macdonald. *Collaborative Teams for Students with Severe Disabilities: Integrating Therapy and Educational Services*. Baltimore, MD: Paul H. Brookes, 1992.

Stainback, Susan, and William Stainback. *Curriculum Considerations in Inclusive Classrooms: Facilitating Learning for All Students*. Baltimore, MD: Paul H. Brookes, 1992.

Transitional Planning Process. Protocol of the Manitoba ministers of Family Services, Health, and Education and Training. 11 December 1989.

Valletuitti, P., and L. Dummett. *Cognitive Development: A Functional Approach*. San Diego, CA: Singular, 1992.

Wang, Margaret C. *Adaptive Education Strategies: Building on Diversity*. Baltimore, MD: Paul H. Brookes, 1992.

Wetherow, David, ed. *The Whole Community Catalogue*. Winnipeg, MB: Gunnars and Campbell, 1992.

Wolfensberger, Wolfe. *A Brief Introduction to Social Role Valorization as a High-Order Concept for Structuring Human Services*. Syracuse, NY: Syracuse University, 1991.

BIBLIOGRAPHY

Manitoba Education and Training. *The Action Plan*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1995.

---. *Answering the Challenge: Strategies for Success in Manitoba High Schools*. Winnipeg, MB: Manitoba Education and Training, 1990.

---. *A Blueprint for Action*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1994.

---. *A Foundation for Excellence*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1995.

---. *Implementation of the High School Review: A Resource for Administrators and Teachers*. Winnipeg, MB: Manitoba Education and Training, 1992.

---. *Locally Developed Curricula: School-initiated Courses and Student-initiated Projects*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1995.

---. *Special Education in Manitoba: Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System*. Winnipeg, MB: Manitoba Education and Training, 1989.

---. *Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1-4*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1995.

---. *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1995.

---. *Towards Inclusion: Success for All, A Handbook for Differentiated Instruction*. Renewing Education: New Directions series. Forthcoming.

Transitional Planning Process. Protocol of the Manitoba ministers of Family Services, Health, and Education and Training. 11 December 1989.

Appendix

CASE STUDIES

Case Study 1

Karl is a 15-year-old student who will be attending Senior 1 for the first time. Having participated in integrated classes throughout the Early and Middle Years, he comes to the Senior Years requiring some academic supports for a significant cognitive disability. As well, a slight nasal speech pattern makes him reluctant to communicate with others. Despite a lag of five to six grades in reading and mathematics, Karl is able to glean the main points in texts if they are highlighted. He uses a calculator for simple calculations and he participates in group work if encouraged by peers.

Karl and his parents want him to continue with integrated classes although they realize that the requirements of the regular curriculum would be overwhelming. His in-school team agrees and sees benefits in placing Karl in Senior 1 Science. The course would give him opportunities to improve social and verbal interactions, practise and expand calculator and measurement skills, follow general class lectures and discussions, as well as participate in small-group projects and labs.

Following the requirements outlined in *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1-4*, Karl is placed in Senior 1 Science with a 10M course designation (50 per cent or more of the curriculum goals and objectives or outcomes are modified).

Case Study 2

Cora is a high-functioning student with autism. She is in Senior 4. She has a keen interest in computers and may pursue this interest at the university or community college level. Her autism presents specific challenges, particularly in the development of social relationships. However, with the use of a variety of strategies learned during her school career, Cora is able to complete her course assignments.

Cora is **not** being considered for curriculum modifications and the M course designation because she is able to master course content without significant modification. She uses a variety of strategies to help her maintain her focus on tasks and organize materials. These strategies, rather than altering the standard of the course content, allow her to work more effectively and efficiently to achieve relative to the goals and objectives or outcomes of the curriculum.

Case Study 3

Elise is a 15-year-old student who is visually impaired. She attends her community Senior Years school where she is in Senior 2. Elise participates in the regular Senior 2 curriculum with the assistance of a part-time teaching assistant. She uses the braille nemeth code instead of print. As braille reading is more time consuming than reading print, Elise requires more time to complete assignments and examinations.

In some instances, the length of her assignments is altered (e.g., by having her answer alternate questions rather than every question); however, her learning experiences are based on the full range of curriculum goals and objectives or outcomes. Graphic designs are created in a tactile form to allow Elise to read them. She requires differentiated teaching strategies and resource support to understand visual images portrayed on the blackboard or overhead screen. The content of her courses is the same as that of her peers; only the methods of teacher presentation and student participation are different.

Elise is **not** a candidate for curriculum modifications and the M course designation.

Case Study 4

Patty is a Senior 4 student with Down syndrome. She recognizes about 50-75 sight words and can print her name. Patty enjoys being with her peers and has benefited from integrated experiences in the past. The school team has developed an Individual Transition Plan (ITP) which focuses on improving Patty's verbal and social interaction skills (key skills in the work environment). These skill areas can be addressed in Senior 4 English Language Arts by the teacher who has training in cooperative learning, peer interaction, and group work, as well as through the inclusion of presentations and multi-genre research projects as assignment choices.

The curriculum goals and objectives or outcomes are modified significantly to meet Patty's current and future needs. These include being evaluated for time spent on-task and the quality of group work, verbal reports to both the teacher and peer groups, pictorial representations instead of written compositions in her research projects, and increasing verbal vocabulary to include targets set by the speech-language pathologist and her work experience coordinator.

Due to the significant curriculum modifications required because of her significant cognitive disability, Patty is a candidate for the M course designation (40M) in Senior 4 English Language Arts.

Case Study 5

Sean is a 17-year-old student with severe physical disabilities. As a result, he is incapable of speaking or writing. He uses a communication board and has recently started using an electronic communication device. This allows for voice output and some participation in group discussions. Sean also uses a personal computer with an on-screen alphabet scan which he accesses by a switch rather than using a regular keyboard. This allows him to use word processing software as a writing tool.

Sean is a Senior 3 student and the plan for the upcoming school year is for him to take a limited number of 30S courses. Although he is able to handle the full range of curriculum goals and objectives or outcomes, he requires extra time to complete assignments. By taking fewer courses in a year, extra time can be built into his individual schedule.

Sean is **not** being considered for curriculum modifications and the M course designation.

Case Study 6

Mary is a 17-year-old deaf student, born to hearing parents who have limited sign language skills. Upon entry to Kindergarten, the decision was made by in-school team members, including Mary's parents, to introduce sign language because of Mary's limited language and communication skills. From that time to the present, Mary has had the services of a certified interpreter who is proficient in American Sign Language (ASL). She also receives one-on-one tutoring assistance to develop signs and vocabulary related to content areas. With knowledge of the language contained in written assignments, Mary can work independently. Her interpreter translates English into ASL and vice versa as required (e.g., lectures or group discussions).

Mary is **not** being considered for an M course designation in any subject area. Her deafness does not affect her capacity to complete the requirements of the curriculum, nor does the use of an interpreter affect the content of her courses.

Case Study 7

Laura, Jay, and Mike are all less able in reading than the majority of the students in Ms Beecham's Senior 2 Social Studies class. Ms Beecham uses semantic maps at the start of each unit, the guided reading procedure for important textual material, and the four-step summary approach for major assignments. As well, she extends her evaluation strategies to include self-evaluation, evaluation of group learning, and systematic ways of judging products to supplement her unit tests.

Laura, Mike, and several other students in the class improved in their rate and quality of learning. Ms Beecham tried using the interactive reading guide strategy with Jay and a few others, and Jay's achievement also improved.

None of these students are being considered for curriculum modifications or the M course designation in Senior 2 Social Studies.

Case Study 8

Edward is a 19-year-old student with a significant cognitive disability. His parents and his case manager (special needs teacher Mrs. Lang) met several times at the end of the previous academic year to begin planning Edward's IEP for the coming year. The planning team has identified a possible job training program leading to full-time employment. Prerequisites for the program are familiarity with calculator skills, handling money, and change-making skills.

For this year, Edward will be placed in Senior 2 Mathematics (20F) with Mr. Shapiro. Mrs. Lang and Mr. Shapiro have prepared a variety of modules on the target skills which a part-time paraprofessional will present to Edward. Mr. Shapiro wants this work to be done in the mathematics class and he has provided additional materials for Edward. As well, Mr. Shapiro will engineer peer-tutoring sessions and will assist in the assessment and pacing of the module material. He will also prepare an anecdotal report to accompany each report of Edward's marks.

Edward is expected to earn a 20M credit (50 per cent or more of the curriculum goals and objectives or outcomes are modified).

Case Study 9

Serge has a very severe spelling disability. He also finds it difficult to maintain legibility when he writes quickly for an extended period of time. However, when accommodations are made for Serge (e.g., allowing him to use a dictating machine and having his work transcribed, and adapting his tests to a multiple-choice or oral format), he can perform as well as the upper third of his classmates. In fact, because the resource teacher arranged for Serge to have access to a word processor with a spell checker, his geography teacher has noted that Serge's spelling disabilities are less apparent in class. His English language arts teacher is using the spell checker as a tool in supporting Serge to improve his spelling.

Serge is **not** being considered for an M course designation in any of his courses, although his English teacher may include a note with his final report explaining that Serge requires a word processor to deal with spelling demands. Serge's performance on those aspects of the assignments or learning criteria that relate to spelling is very limited and this is reflected in his grades on those parts of the course. His performance relative to other criteria is proficient and this, too, is reflected in his grades. He participates and performs relative to the full range of curriculum goals and objectives or outcomes and his grades reflect his performance across that full range.